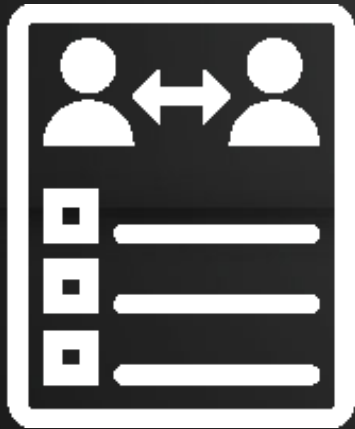


Using Peer Evaluation Through Social Media Tools to Motivate and Improve Learner Performance



flickr
Google



Using Peer Evaluation Through Social Media Tools to Motivate and Improve Learner Performance

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Digital Photography


- Digital photography is both a science and an art (Lind, 2001; Briot, 2011).



Photographer Unknown

Shutter Speed - Motion

Shutter speed

													
1/1000	1/500	1/250	1/125	1/60	1/30	1/15	1/8	1/4	1/2	1	2	4	8
Freeze action			Hand hold		Movement blurr - tripod needed								



Aperture – Depth of Field



© 2010 Michael Chandler, Winter in Kyoto : The Geiko (Geisha) Mamehana



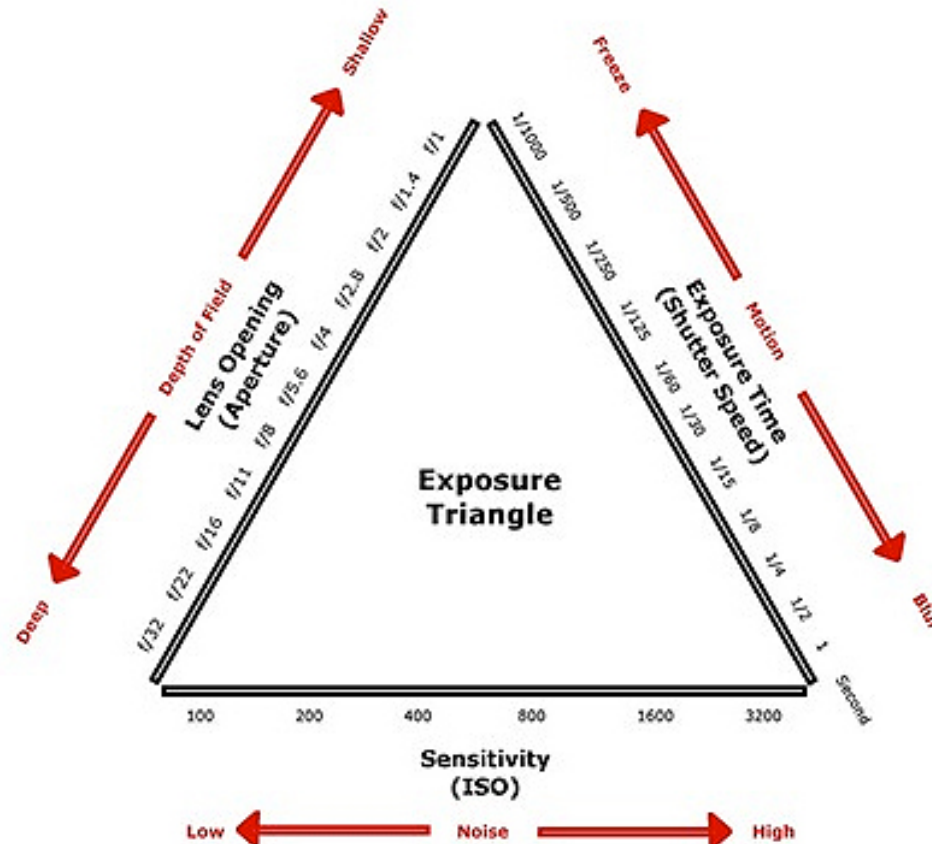
ISO - Photosensitivity



International
Organization for
Standardization



Digital Photography



Digital Photography

- The creation of a quality photograph requires
 - knowledge,
 - thoughtful consideration, and
 - paying attention to details.



The Problem

- Many digital photography students seem to lack the required level of engagement and motivation.



Purpose Statement

The purpose of the action research study was to determine the effectiveness of using peer evaluation through social media tools to motivate and improve the project performance of intermediate digital photography students at a community college in Hawaii. Specifically, the research questions addressed were:

1. How will peer evaluations impact the quality of the learner's work?
2. How will incorporating the online social photo-sharing application, Flickr, into the project workflow impact participation and motivation?



Literature Review

- Constructivist learning theories suggested making the course a more active and social process (Zhang and Olfman, 2010).
- In art education, many Web 2.0 tools provide opportunities for collaboration, creation, and critiquing works of art. (Buffington, 2008).



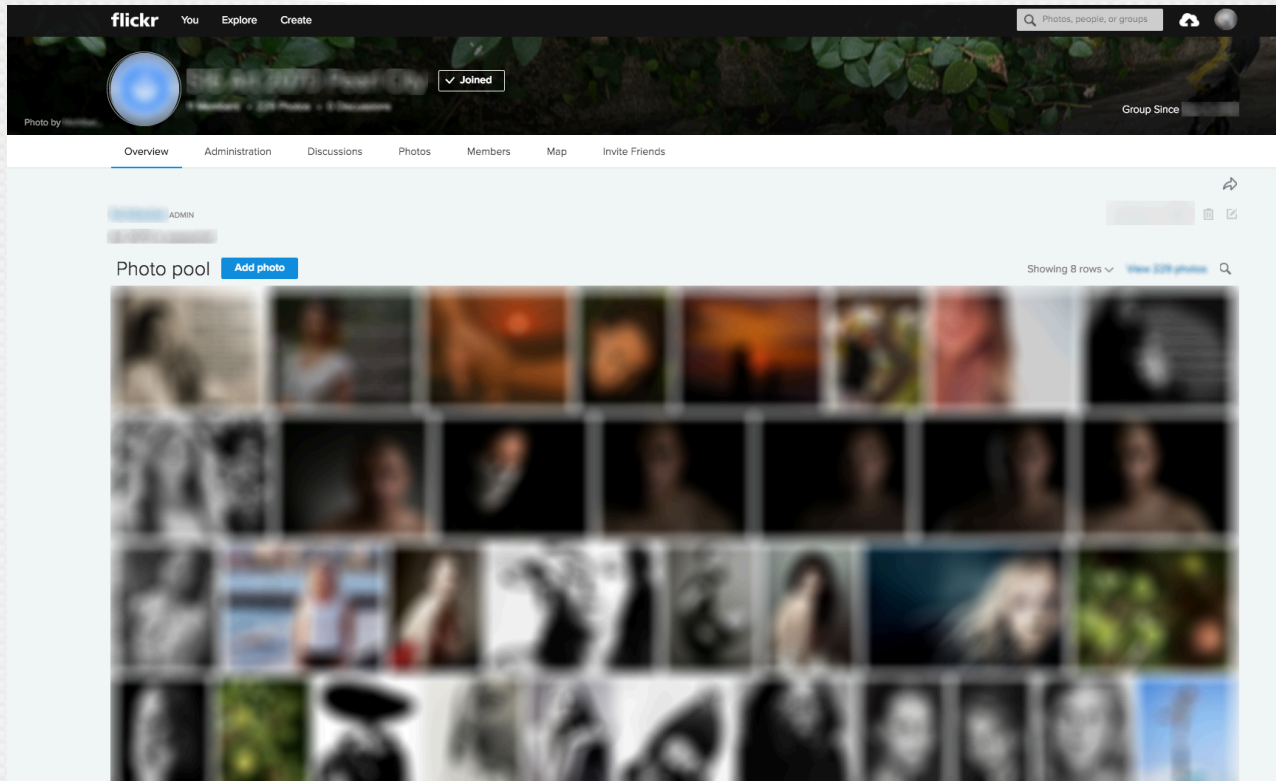
Literature Review

- Flickr is easy to use, generates positive learner feedback, and increases levels of learner engagement (McIntyre, 2010).
- Giving and receiving peer feedback and critique adds a social aspect to developing creativity and is an integral part of the creative practice. (Budge, Beale and Lynas, 2013).

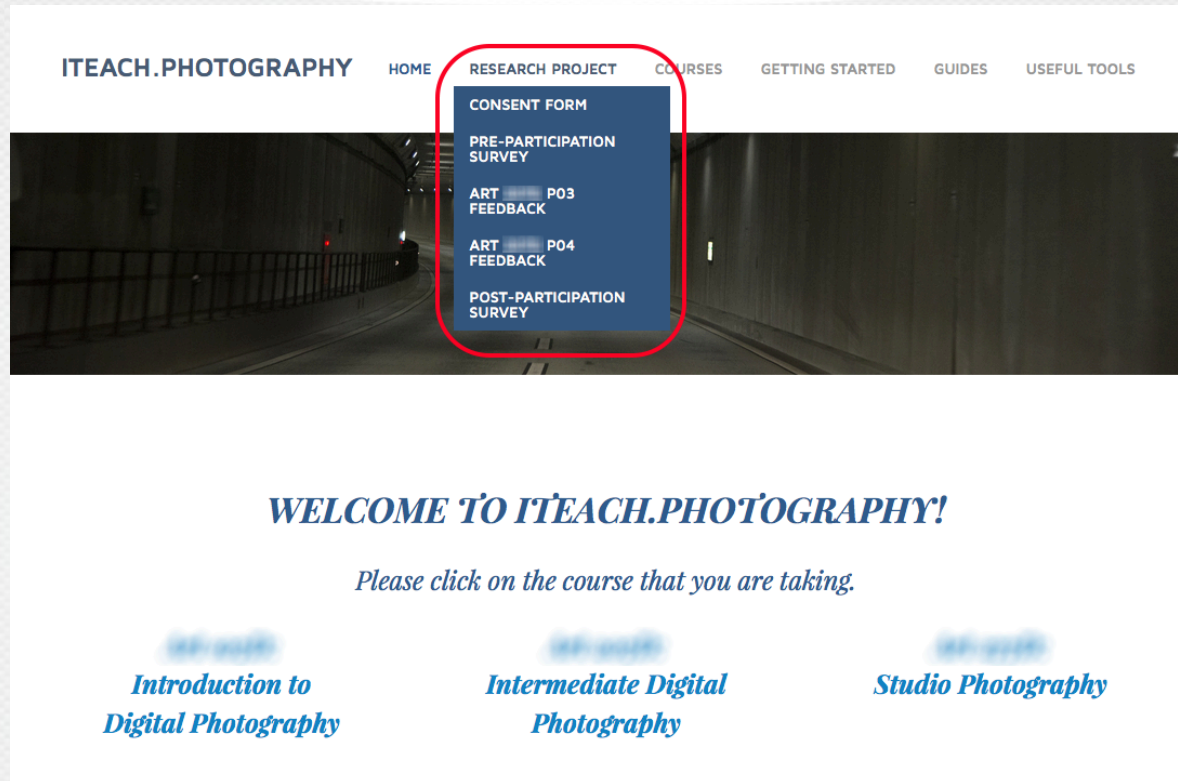


flickr

Design – Flickr Group



Design – Weebly Website



Design – Weebly Website

Log In

[Reset password](#)[Log in >](#)

Design – Google Forms

ITEACH.PHOTOGRAPHY [HOME](#) [RESEARCH PROJECT](#) [COURSES](#) [GETTING STARTED](#) [GUIDES](#) [USEFUL TOOLS](#)

Pre-Participation Survey

Using Peer Evaluation Through Social Media Tools to Motivate and Improve Learner Performance

* Required

ALOHA!

**Thank you for agreeing to participate in the research project:
Using Peer Evaluation Through Social Media Tools to
Motivate and Improve Learner Performance.**

As part of my research project, I will be conducting both a Pre-Participation and a Post-Participation Survey. I will give you class time to complete both surveys.

This is the Pre-Participation Survey. It is designed to gather information about you, your experiences, and your expectations. Please answer every question. All submissions will remain anonymous.



Design – Google Forms

ITEACH.PHOTOGRAPHY HOME RESEARCH PROJECT COURSES GETTING STARTED GUIDES USEFUL TOOLS

Post-Participation Survey

Using Peer Evaluation Through Social Media Tools to Motivate and Improve Learner Performance.

* Required

ALOHA!

Thank you for participating in the research project: Using Peer Evaluation Through Social Media Tools to Motivate and Improve Learner Performance.

As part of my research project, I will be conducting both a Pre-Participation and a Post-Participation Survey. I will give you class time to complete both surveys.

This is the Post-Participation Survey. It is an attitudinal survey for collecting your feedback on the experience of participating in the study. Please answer every question. All submissions will remain anonymous.



Institutional Review Board



**KEEP
CALM
AND
GET
CONSENT**

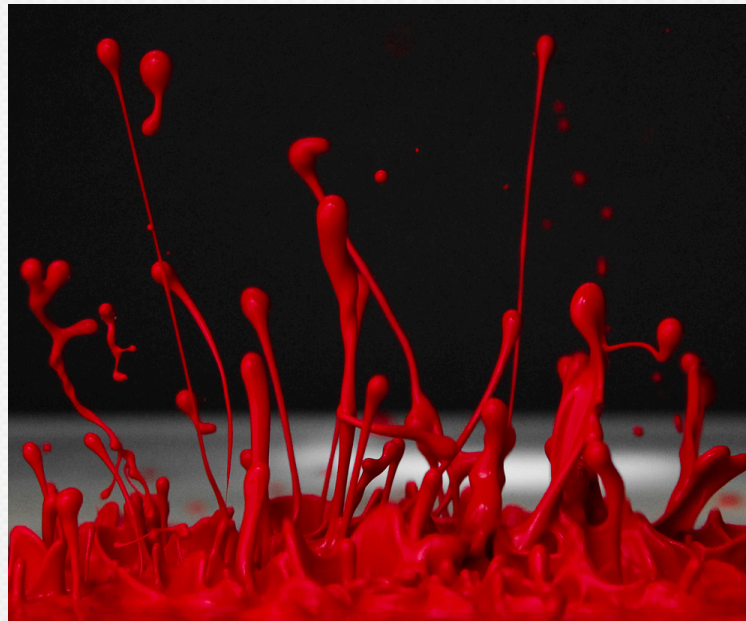


Institutional Review Board



Methods

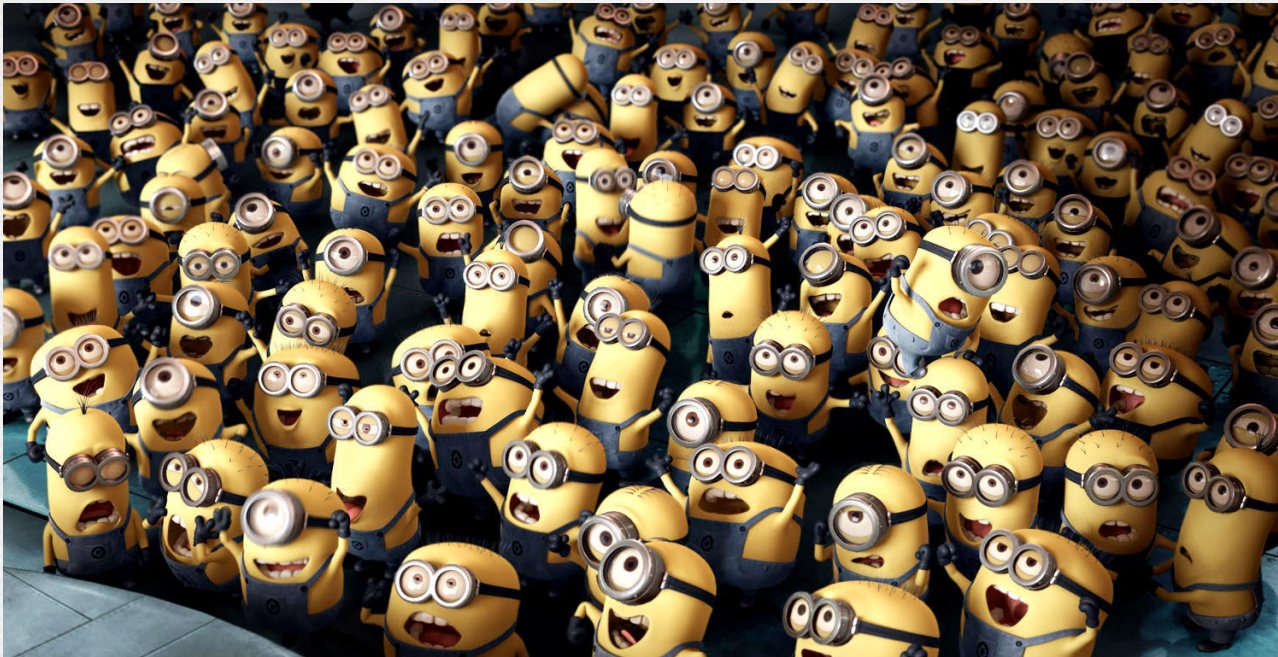
- Introduced Flickr and Peer Feedback
- *Project 01: Photographic Self-Introduction*



"Favorite Color" © Unnamed Student

Methods

Consent Form & Pre-Participation Survey



Methods

Project 03: Depth of Field



“Deep (L) and Shallow (R) Depth of Field” © Unnamed Student

Methods

flickr



Methods

Project 04: Motion Blur



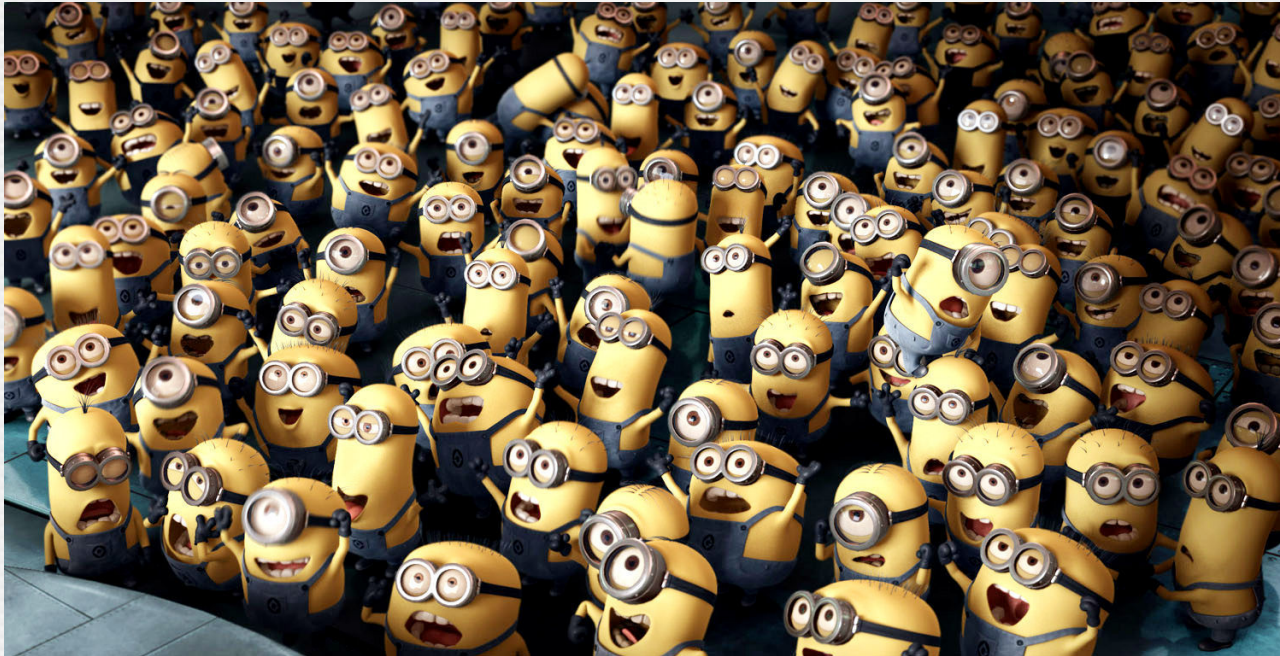
"Subject Blur" © Unnamed Student



"Panning Blur" © Unnamed Student

Methods

Post-Participation Survey

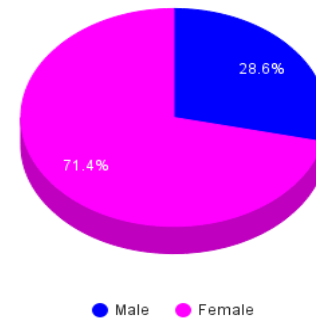


Results

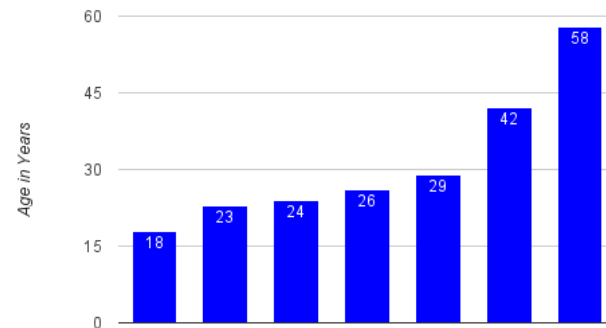
- Seven Participants
 - Five women
 - Two men
- Age
 - 18 – 58
- Average Age
 - 31



Participants' Gender

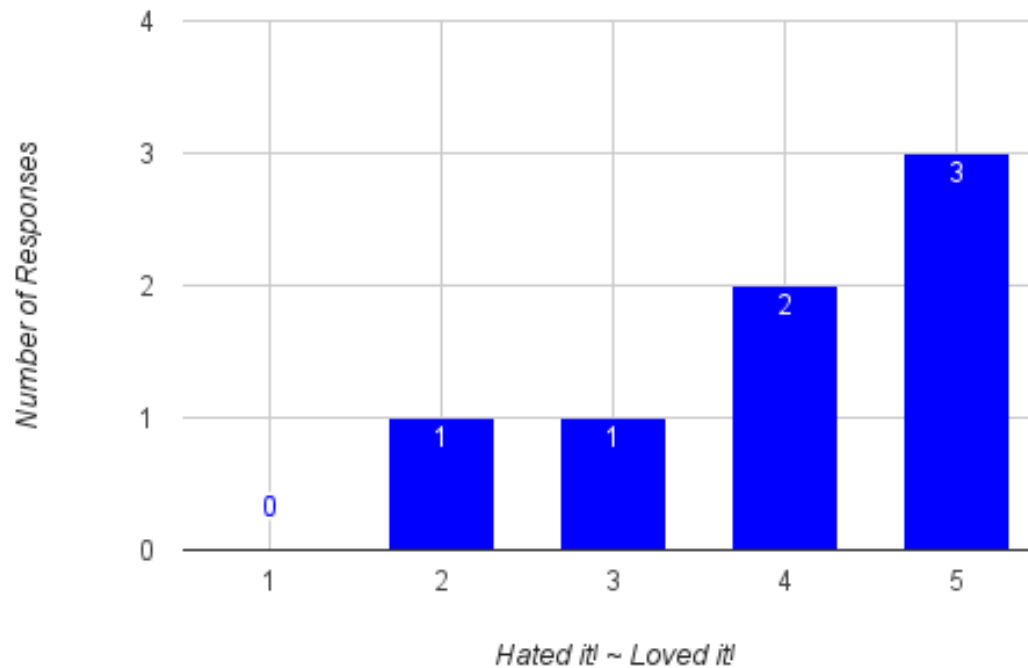


Participants's Age



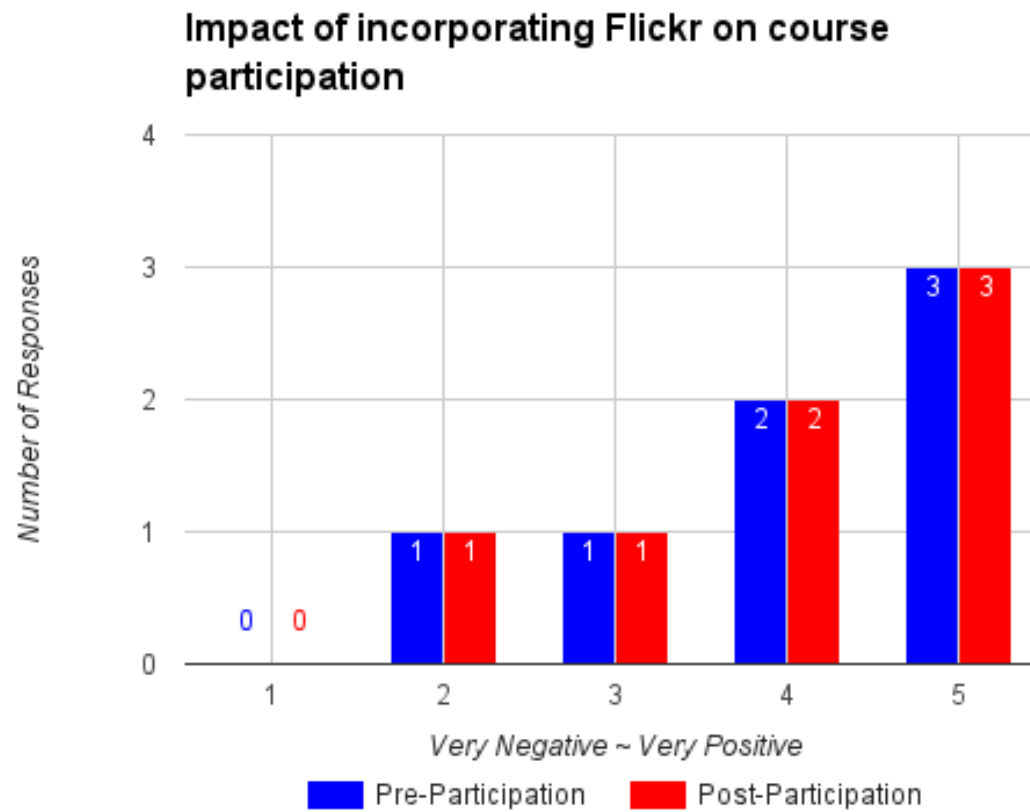
Results Flickr

How would you rate your experience with Flickr?



Results

Flickr on Participation



Results

Flickr on Participation

Impact of incorporating Flickr on course participation.

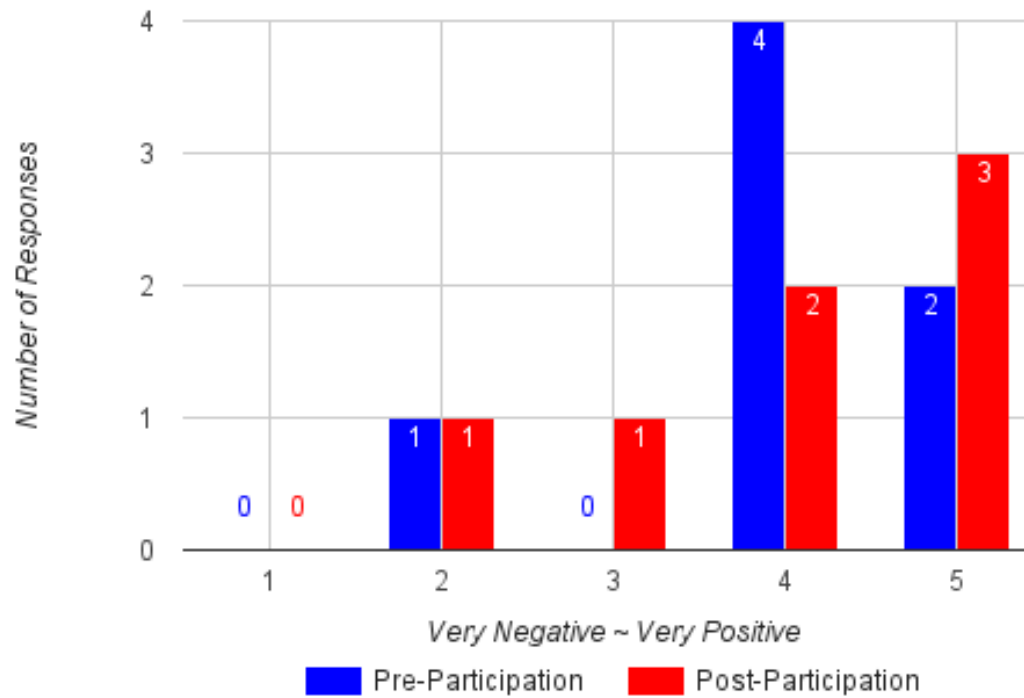
“...I'm not very knowledgeable on how to use the computer and programs. So it feels like just another "language" that I have to learn besides the course subject.”



Results

Flickr on Motivation

Impact of incorporating Flickr on course motivation



Results

Flickr on Motivation

Impact of incorporating Flickr on course motivation.

“I feel like I have to remember so many log ons [sic] and passwords.”



Results

Flickr on Motivation

Impact of incorporating Flickr on course motivation.

“It felt like [using Flickr was] one more step to do in the project.”



Results

Flickr on Motivation

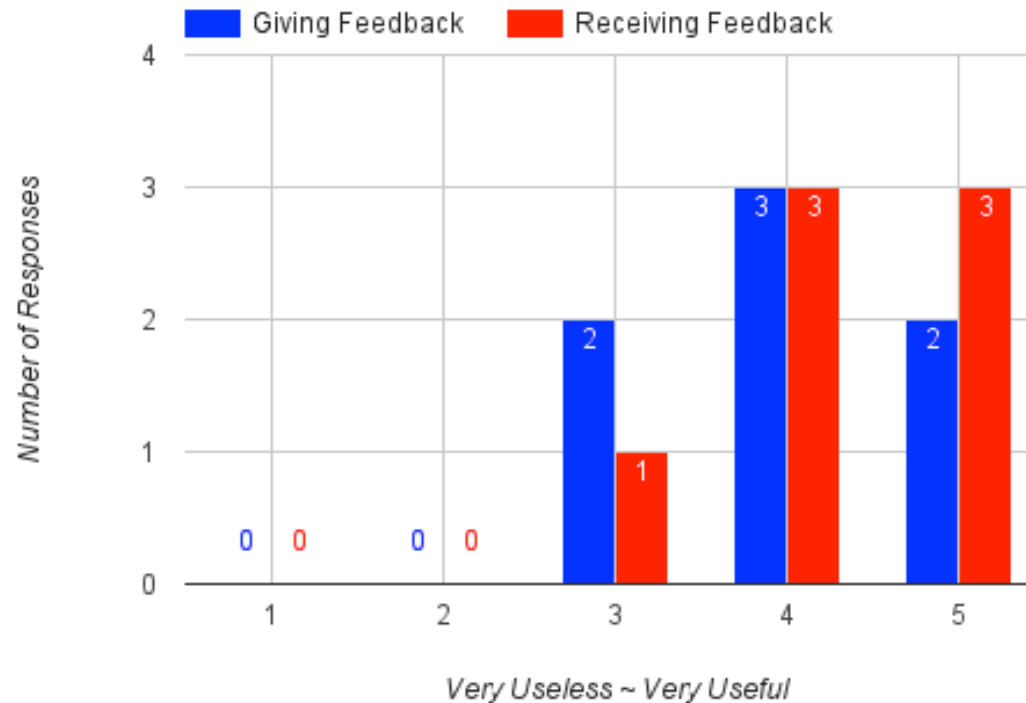
Impact of incorporating Flickr on course motivation.

“It motivated me to turn in quality work when I saw the quality work being done by other students.”



Results Metadata

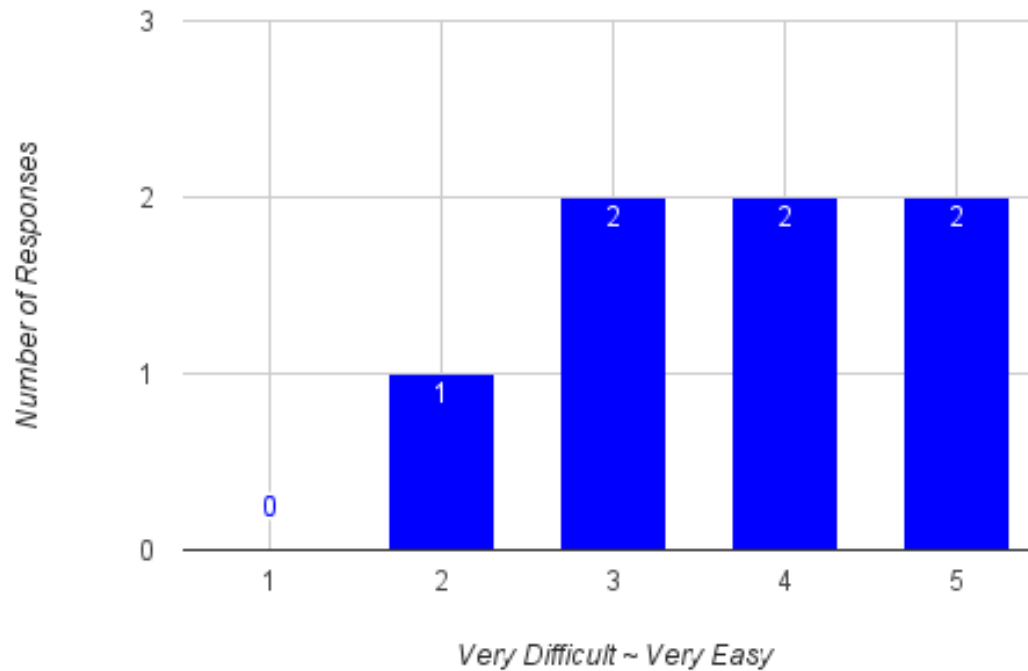
Metadata's Value when Giving and Receiving Feedback



Results

Making Comments

How difficult was it to evaluate and write comments on your peer's work?



Results

Making Comments

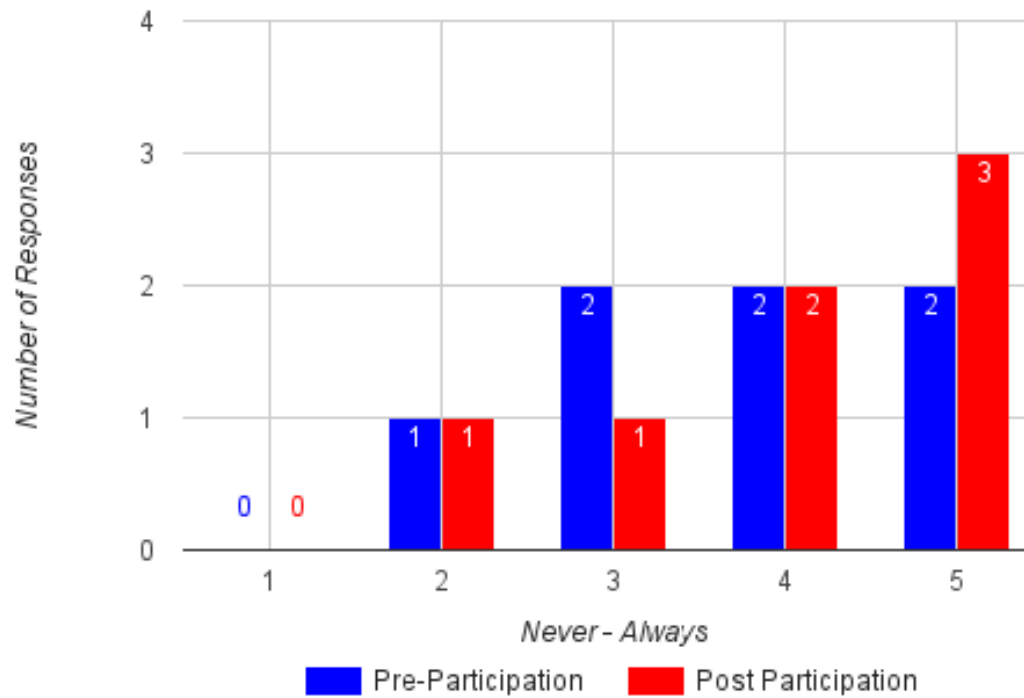
How difficult was it to evaluate and write comments on your peer's work?

“I found it difficult to critique other people's work. It's easy to compliment, but photos that I knew could use a little work (composition), I could not let that person know, because I felt that it was not my place to say.”



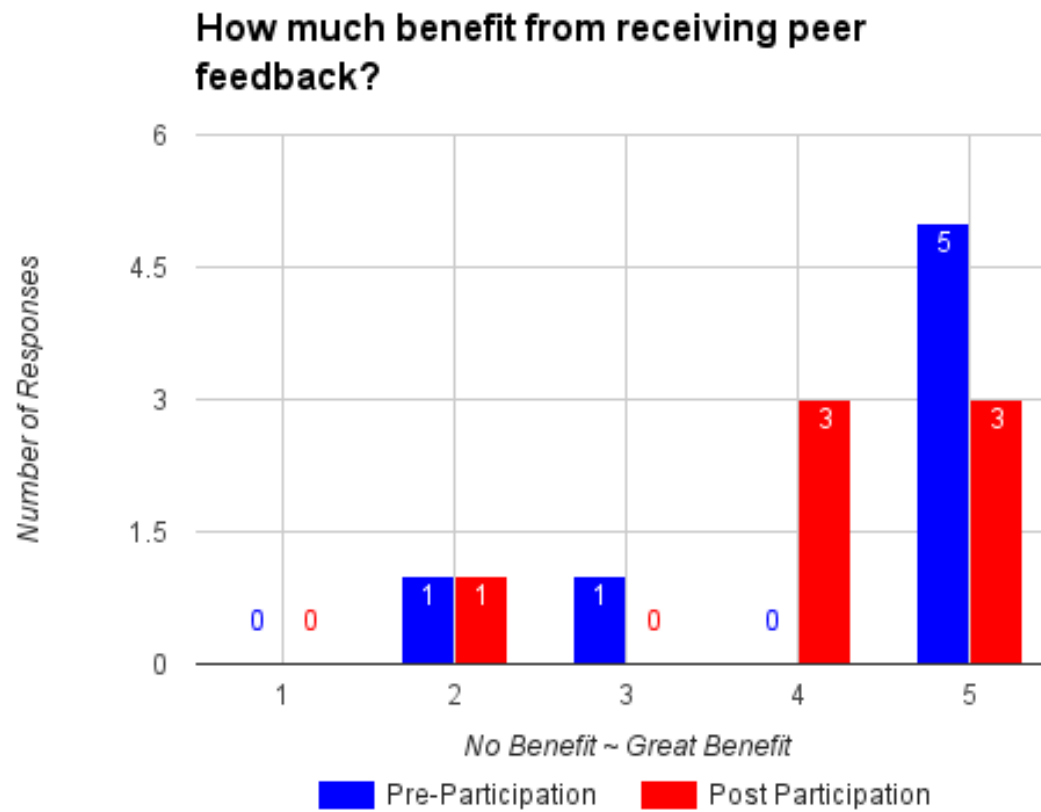
Results Checklists

How often did you use the checklist to check your own work?



Results

Benefit Receiving Feedback



Results

Benefit Receiving Feedback

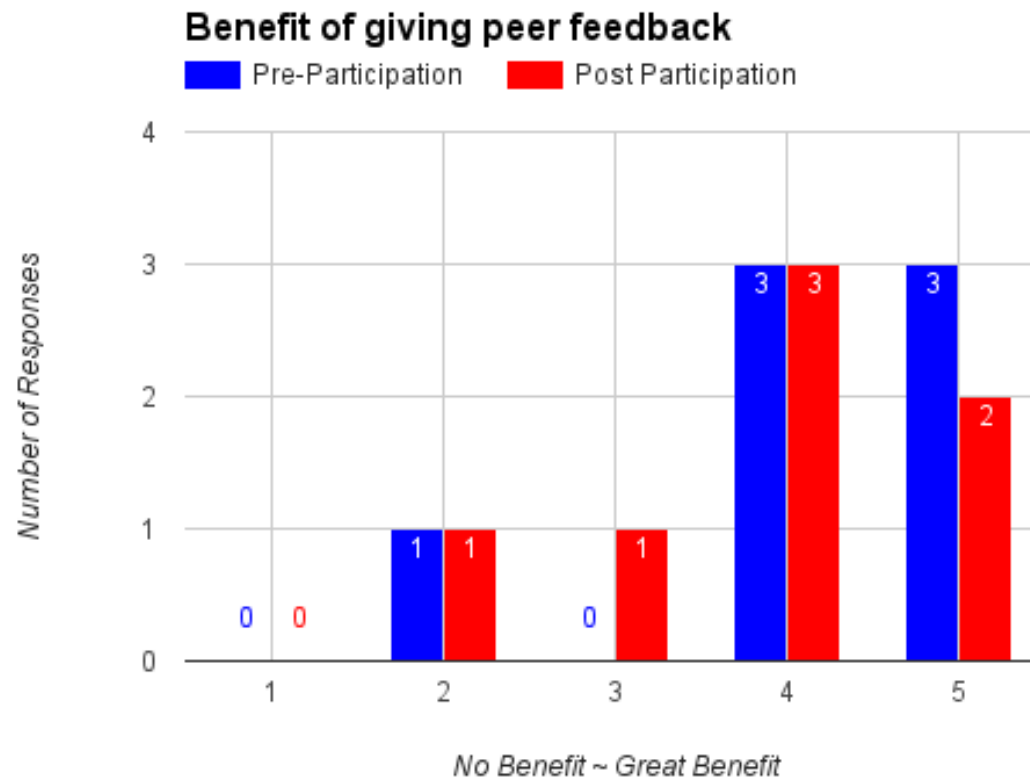
How much benefit from receiving peer feedback?

“Peer feedback makes you look at your images in a different way and catch things that you wouldn't have even noticed on your own.”



Results

Benefit Giving Feedback



Results

Benefit Giving Feedback

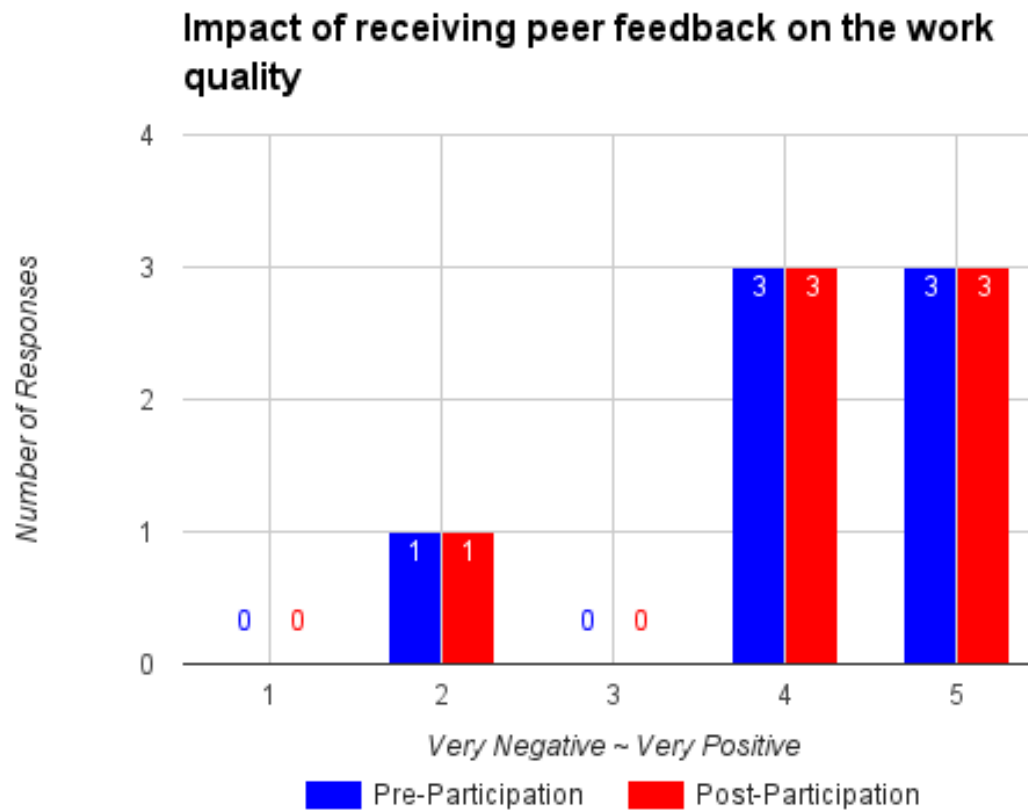
Benefit of giving peer feedback.

“Doing feedback is great, because you analyze things and discover things that you wouldn't have if you were critiquing your own work.”



Results

Receiving Feedback Quality



Results

Receiving Feedback Quality

Impact of receiving peer feedback on work quality.

“Right now, I'm not sure how beneficial [sic] it will be getting feedback from students who are not knowledgeable about the subject matter themselves. I feel like it will be more 'subjective' on each person's personal taste.”



Results

Receiving Feedback Quality

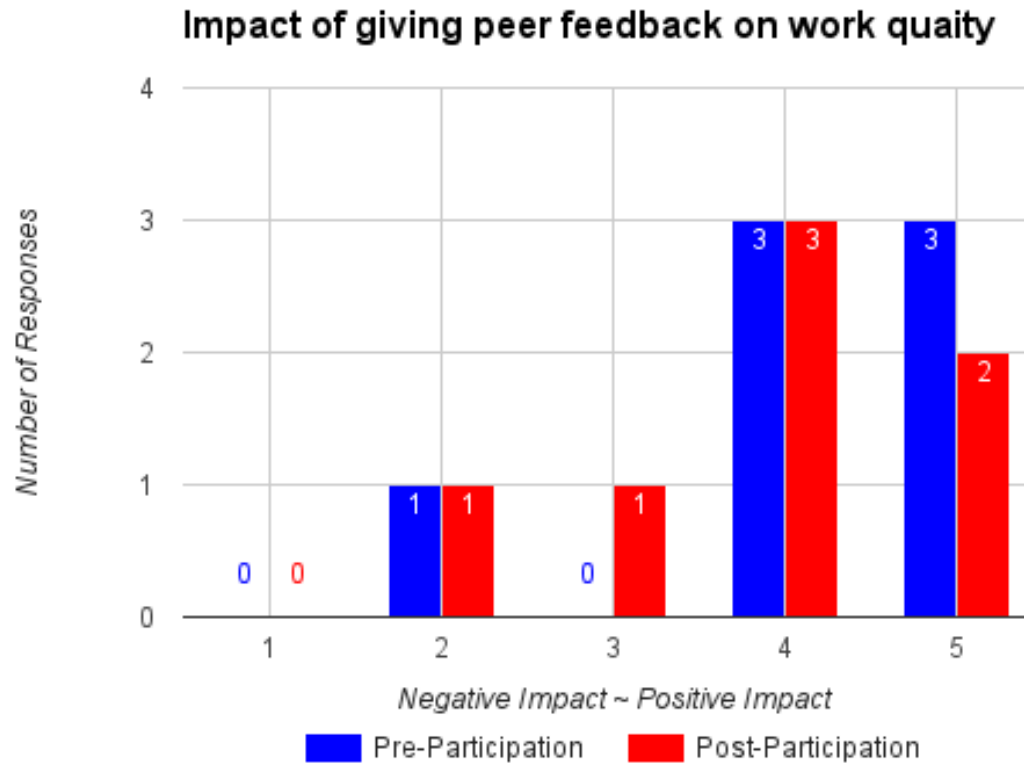
Impact of receiving peer feedback on work quality.

“Hearing feedback midweek gave me time to improve.”



Results

Giving Feedback Quality



Results

Giving Feedback Quality

Impact of giving peer feedback on work quality.

“Giving feedback makes me more aware of flaws in my own work. It keeps my work from becoming sloppy.”



Results

Giving Feedback Quality

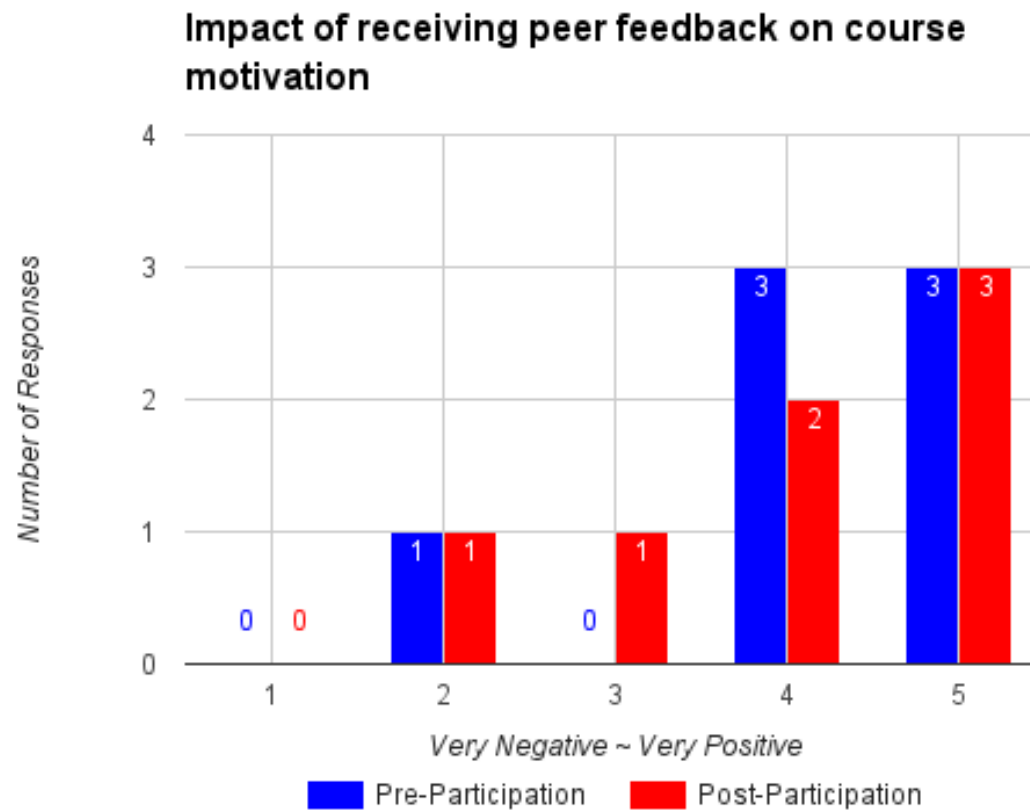
Impact of giving peer feedback on work quality.

“Teacher feedback is important”.



Results

Receiving Feedback Motivation



Results

Receiving Feedback Motivation

Impact of receiving peer feedback on course motivation.

“As of right now, I don't feel that this way of teaching will be beneficial to my learning the subject.”



Results

Receiving Feedback Motivation

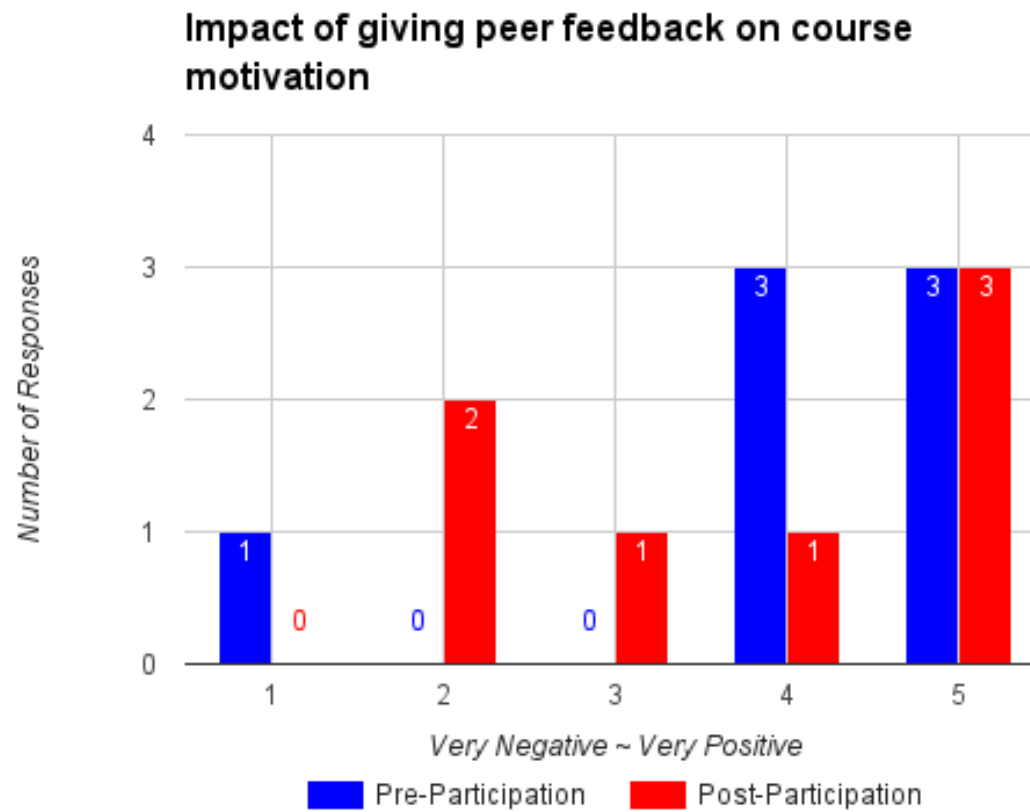
Impact of receiving peer feedback on course motivation.

It “didn't necessarily increase the motivation.”



Results

Giving Feedback Motivation



Results

Giving Feedback Motivation

Impact of giving peer feedback on course motivation.

“While feedback can be inspirational, it can be frustrating at times.”



Results

Giving Feedback Motivation

Impact of giving peer feedback on course motivation.

“It motivated [me] to improve my own work.”



Results On Balance



Results

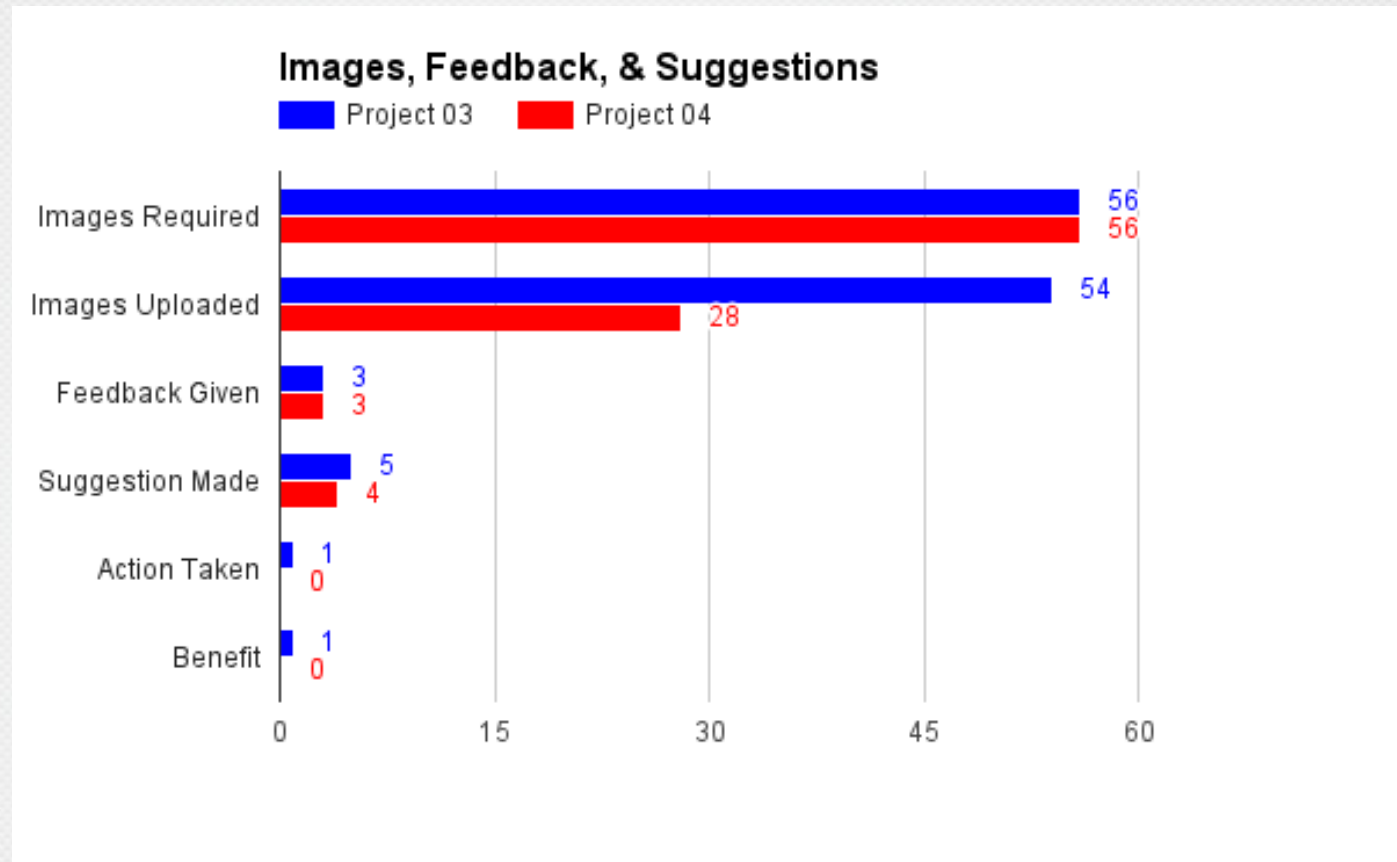
Looking Deeper



© 2015 Ed Mapanao

Results

Big Picture



Results

Images Uploaded

- Images required
 - 7 Participants @ 8 images = 56 Images
- Images uploaded
 - Project 03
 - 54
 - Project 04
 - 28



Results

Feedback Given

- Feedback OR Suggestions required
 - 7 Participants @ 8 images = 56 Comments
- Feedback given
 - Project 03
 - 3
 - Project 04
 - 3



Results

Suggestions Made

- Feedback OR Suggestions required
 - 7 Participants @ 8 images = 56 Comments
- Suggestions made
 - Project 03
 - 5
 - Project 04
 - 4



Results

Suggestions Taken

- Feedback OR Suggestions required
 - 7 Participants @ 8 images = 56 Comments
- Suggestions taken
 - Project 03
 - 1
 - Project 04
 - 0



Discussion



Discussion



Discussion



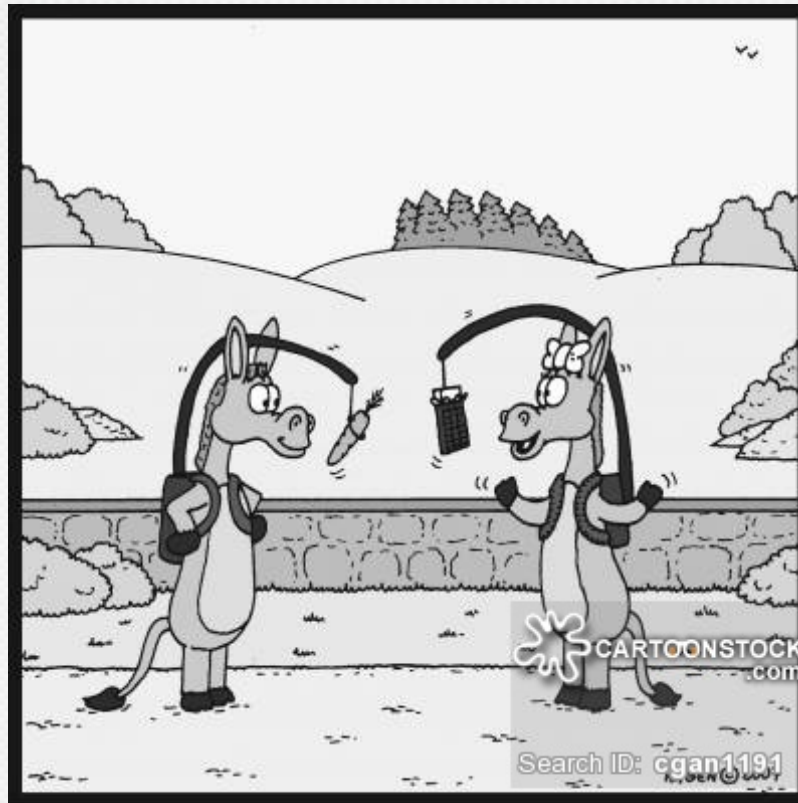
Discussion



Conclusion



Conclusion



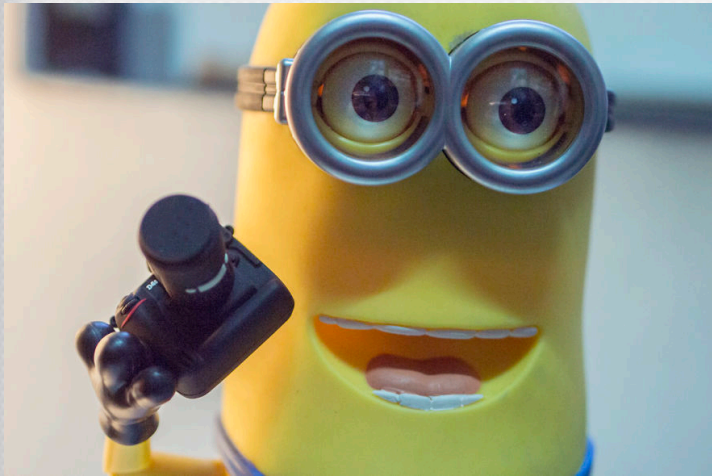
Carrots just didn't get me going anymore,
so I switched to chocolate instead...



Questions



Thank you!



- Official Critical Friends
 - Coby & Jay
- Unofficial Critical Friends
 - Kim & Dainan
- And of course...
 - Dr. Fulford



thank you!